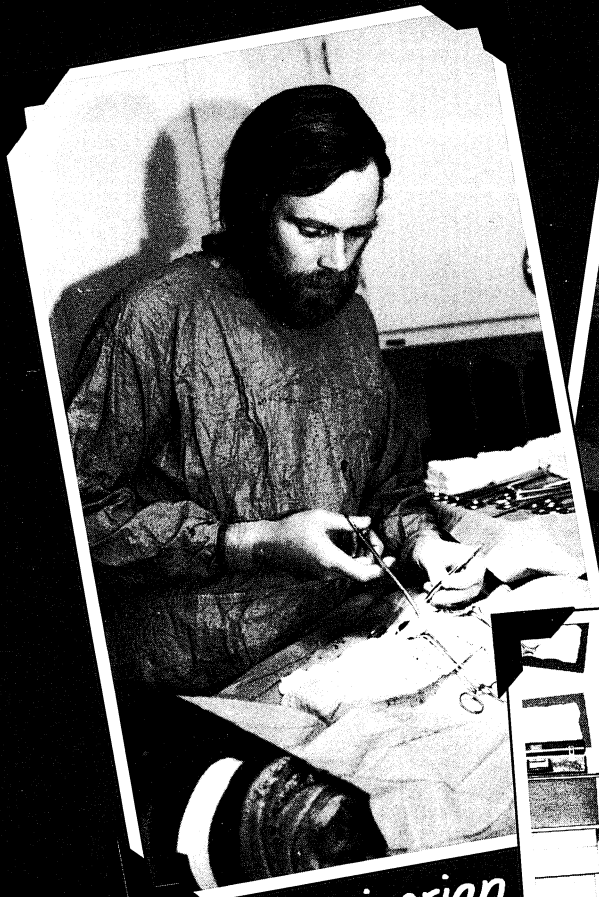


HUMANE EDUCATION



Veterinarian



Animal Control Officer



Humane Educator

"...beautiful things are not fearful in the innocent world because there one has curiosity instead of terror and a suppleness of mind that adjusts itself to the wonder of the unexpected as easily as the pupil of the eye to the fluctuations of light and dark."

Yehudi Menuhin

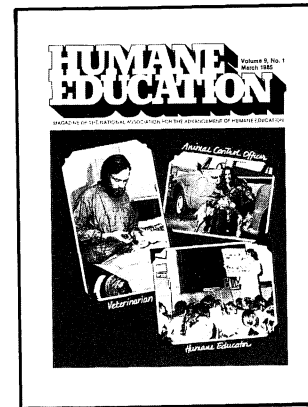


—John J. Dommers

Springtime wonders...a praying mantis, a toad, a garden snail. These are the living wonders of a child's world, each beautiful in its own way. Before our students lose their innocent sense of wonder, we can use humane education to stimulate their appreciation for the tiniest life, the most unusual creature. In doing so, we may even find we are able to recapture some of that childlike wonder we knew at their age. ♥

HUMANE EDUCATION™

Volume 9, No. 1 / March 1985



The Cover

Who are our community helpers? —People who help animals, among others. Our *Kind News* Feature in this issue provides plenty of activities for teaching about the many rewarding careers in animal care that exist in most communities. The photographs for our cover were taken by John J. Dommers.



Kathleen J. Savesky, NAAHE Director; Willow Ann Soltow, Editor; Gini Brodeur, Editorial Assistant; Barbara Dolce, Office Manager; William DeRosa, Research Associate; Vicki Parker, Kind News Editor; Board of Directors: John A. Hoyt, Murdaugh S. Madden, Patrick B. Parkes, Paul G. Irwin. ©1985, The National Association for the Advancement of Humane Education, all rights reserved. HUMANE EDUCATION is published quarterly by the National Association for the Advancement of Humane Education, a division of The Humane Society of the United States. Editorial offices and association headquarters: NAAHE, Norma Terris Humane Education Center, Box 362, East Haddam, CT 06423. HUMANE EDUCATION welcomes unsolicited manuscripts, photos, and artwork. Materials will not be returned unless accompanied by a self-addressed, stamped envelope. Memberships, renewals, and changes of address: NAAHE, 2100 L Street, NW, Washington, DC 20037. Annual member's dues: \$10; Organizational membership dues: \$25. NAAHE membership dues are tax deductible to the extent permitted by law. Permission is granted to educators to reproduce with proper credit any page designated as a Humane Education Copy Master as well as Clip Art drawings, mini posters, and other pages so indicated. Reproduction in whole or in part in any form or format of any other material in this issue is prohibited without permission of the publisher. Generally, permission will be granted to organizations and individuals who are working to prevent cruelty to animals. Write NAAHE Permissions, Box 362, East Haddam, CT 06423. Design by Wendy H. Walden, Guilford, Connecticut. Printing by Allied Printing Services, Inc., Manchester, Connecticut, ISSN #0149-8061.

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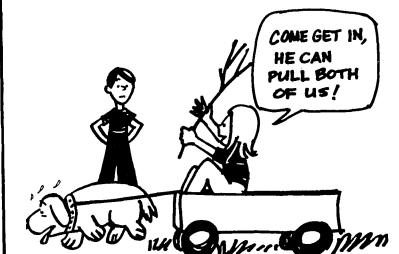
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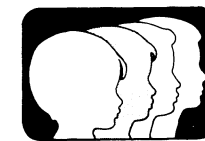


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Symbols to help you better identify the most appropriate grade levels for lessons:



EARLY CHILDHOOD



PRIMARY



INTERMEDIATE



JUNIOR HIGH



Director Kathy Savesky

Project WILD Materials Represent Pro-Hunting Bias

In early November of last year, a coalition of eight of the largest animal welfare and animal rights groups in the United States issued a joint statement and press release expressing concern with *Project WILD*, a two-volume curriculum on wildlife being distributed to teachers by fish and wildlife agencies in more than thirty states. The statement, which was sent to the governors of all fifty states, identified a strong bias in the *Project WILD* materials in support of hunting, trapping, and the use of wild animals as "renewable resources" and expressed the coalition's opposition to the use of public funds to purchase, promote, and/or distribute the materials:

Although many of the activities contained in the Project WILD teaching guides are designed to create an understanding and appreciation for wildlife, the materials' explicit acceptance and support of sport hunting and commercial or recreational trapping as necessary or desirable tools for controlling or manipulating animal populations, represent strong biases which permeate much of the document and destroy its credibility as objective educational material.

The eight groups represented in the coalition were the American Humane Association (an Associate Sponsor of *Project WILD*), The American Society for the Prevention of Cruelty to Animals, Animal Protection Institute, Fund For Animals, The Humane Society of the United States, International Fund for Animal Welfare, The Massachusetts Society for the Prevention of Cruelty to Animals, and People for the Ethical Treatment of Animals. As of January 1, Defenders of Wildlife (also an earlier sponsor of the materials) and more than 200 local and regional animal welfare/rights organizations have added their support to the statement, and additional groups continue to join the protest every week. Although NAAHE traditionally has devoted its efforts to helping educators locate *appropriate* materials for humane education rather than identifying and criticizing *inappropriate* ones, the widespread distribution of *Project WILD* using public funds, its

promotion as unbiased material, and the confusion generated by the early support of the project by two national animal welfare organizations make this a unique case.

During the past several months, NAAHE has been working with the wildlife department of The Humane Society of the United States to prepare an extensive critique of the *Project WILD* activity guides. This critique has been sent to the developers of the materials; and as we go to press, the *Project WILD* steering committee has indicated a willingness to make revisions in the guides before they are reprinted this year. In the meantime, NAAHE has developed a packet of balancing information and activities for distribution to teachers who are currently using *Project WILD* guides; and humane organizations in a few states have been successful in persuading their fish and wildlife agencies to distribute these balancing packets. In addition, at least one state that has not yet begun distribution of *Project WILD* has agreed to postpone workshops and distribution until the materials have been revised and/or the controversy resolved.

The extent to which the *Project WILD* guides will be revised is not yet known. Many members of the animal welfare/rights community are skeptical about potential for change in those activities that support a need for "harvesting" wildlife, given that the sponsors of the project are agencies that derive their financial support from the sale of hunting, fishing, and trapping licenses. We will try to keep you posted on the revision of the materials. In the meantime, if you would like more information about the status of *Project WILD* in your state or for a copy of the complete Joint Position Statement, The HSUS Critique, or NAAHE's supplementary balancing materials, write to us at NAAHE, Box 362, East Haddam, CT 06423.♡

Kathy Savesky



—Susan R. Long

by Willow Soltow



"Can you make it over that log?"
"Watch out!"

"Hold on to your shell, turtle, here comes the obstacle course!"

Is it a footrace? a fifty-yard dash? No, it's a *Turtle Trot*! Only—the participants aren't *real* turtles. They're youngsters visiting the Staten Island Zoo for its special Zoo Olympics day. Each year for the past five years, the Staten Island Zoo has designated one Saturday as Zoo Olympics day. A number of activities are planned to give youngsters and their families a chance to "think like the animals." Children have the opportunity to travel a mock turtle obstacle course while wearing a cardboard turtle "shell," build their own human-sized bird nest, or use their sense of smell to identify foods the way an animal might do.

"The idea for our first Zoo Olympics originated when we were looking for some special way to celebrate the 1980

Building a bird nest is lots of work—but it's also lots of fun, as these youngsters will attest. Using human-sized nesting materials helps children understand just how much work is involved for a bird in building a nest.

International Olympics," explains Staten Island Zoo Director of Education Susan R. Long. "It was such a success that we've repeated a similar event every year since. Our Zoo Olympics have been so rewarding for us," observes Susan, "that we were eager to share the idea with others. A Zoo Olympics might be just the thing for a teacher or humane society looking for new ways to celebrate Be Kind to Animals Week, for instance."

Each year, Susan and her colleagues plan their Zoo Olympics around activities that visitors can do largely on their own. With a limited number of volunteer helpers and staff members available, a self-guiding aspect to the events is required. To accomplish this, they use large posters for each event that include an eye-catching illustration, easy-to-follow instructions, and an explanation of how the activity is related to the behavior of real animals. For most events, they have one coach/interpreter to encourage participants and provide explanations of the meaning behind each animal activity.

Five "events" are chosen each year, with some being revised from previous years. "We've always planned a variety of activities," explains Susan. "Some are physically active. Others are sedentary, sensory activities. All activities are designed to provide an insight into animal needs and behavior, to be noncompetitive, to appeal to all ages, and to be fun," she adds.

A Day for Families

"The kids and their parents really enjoy the events," observes Susan. "The youngsters invariably repeat the activities as many times as they can. Usually, a family will visit and participate in each activity once, then they go around and try nearly everything again, sometimes repeating their favorites over and over."

In some cases, adults participate along with their children, providing added encouragement to youngsters. Even the parents who don't try the activities themselves show a high



— Susan R. Long

The Turtle Trot is one of the Staten Island Zoo's most popular Zoo Olympics events. Here, participants put on their cardboard "turtle" shells before starting through the obstacle course.

degree of interest and actively coach their children. "This is very satisfying to us," comments Susan, "because it gets adults out of the passive stand-back-with-arms-folded mode of behavior so typical of many family outings." By contrast, the Zoo Olympics provide an informal learning situation that families can share and discuss.

To reinforce the learning aspect and provide a souvenir of the experience, handouts are prepared containing supplemental information for children and their parents to take home and talk about. As an additional souvenir of the day's activities, the zoo also provides attractive stickers.

Fun, Facts, and Recreation

This past year's Zoo Olympics featured activities based on the theme native animals. The zoo staff chose this theme in response to a need that it perceived on the part of many zoo visitors to learn more about animals encountered in their own suburban neighborhoods in and around Staten Island. Susan explains, "Our goals in designing the program were to promote awareness of wildlife, wild animal behavior, habitats, and survival needs, as well as to encourage positive attitudes that support decisions and actions beneficial to animals."

In order to achieve these goals, the following five events included in this year's program focused on the kinds of animals that suburban children might see any day or night.

Bird Nest Basics gave youngsters an opportunity to enjoy "being" a bird and building a nest. After choosing partners, the children built their human-sized nests out of human-sized materials. "Having the children work with materials on a human scale allowed for greater appreciation of what a bird really accomplishes in nest building," explains Susan. She goes on to add, "We scavenged at local shops and businesses for packing materials—long cardboard tubes; sheets of one-half inch Styrofoam; long, wide strips of ribbon. We chose nothing smaller than one foot square. The emphasis was on how much work it is for a bird to make so many trips to collect nesting materials, rather than on a competition for the 'best' or 'neatest' nest."

For the *'Possum Picnic*, different, familiar items with strong, recognizable odors were put into containers for youngsters to smell, rather than see, in order to identify. The smelly items included orange rinds, coffee grounds, and banana peels. Some were placed in plastic garbage bags and battered trash cans, providing a further lesson on why hungry wild animals and free-roaming pets upset garbage containers that have not been secured. Susan and zoo staff members found a ready source of fresh fruit garbage at the local mall. A school cafeteria or nearby church group might prove a useful source for fresh coffee grounds, she suggests.

For the *Frog Leap*, a circle about six feet in diameter was drawn on pavement outdoors. Several concentric half-circles, or arcs, were drawn outside the center ring. The center represented the frog pond. Children were allowed to choose whatever distance they wanted to be from the center circle and then see how many jumps, or "frog leaps," it took to reach the safety of the pond. "In the past," Susan explains, "we used a premeasured mat and had children record their best and longest frog leaps. This year, we tried something different—the frog pond with its concentric half-circles. We found it less competitive, and the kids seemed to enjoy it more. It was also more effective in conveying the real concerns of a frog in escaping predators."

The *Turtle Trot* represented the most preparation as far as materials were concerned. Different-sized cardboard boxes were obtained, and the flaps on the open end cut off. The boxes were turned upside down and the neck hole was cut in each. Then the boxes were painted green. Students were directed to pick a "turtle" shell their own size and, while wearing it, travel on hands and knees over a log, through a forest made of traffic cones topped with pine branches, and under a rippling "pond" parachute. Students "swam" under the parachute held rippling two to three feet off the ground by volunteers and parents. "This was probably our most popular event," observes Susan. "As soon as youngsters finished this one, they were right back at the starting line to try it again."

The *Raccoon Dabble* provided a surprisingly challenging activity in which children and adults enjoyed identifying objects by touch alone. Yet, unlike the related "sensory box" activity in which children cannot see what they are putting their hands into, the *Raccoon Dabble* is easy to see and nonthreatening. Each participant receives a dishpan of Styrofoam "peanuts" in which five real peanuts are also included. With eyes closed,

participants feel for the real ones. "In this activity, the children surpassed the adults in searching for retrieving the peanuts," says Susan. She suggests that teachers adapting this activity for their own needs use deep dishpans so the Styrofoam pieces will not blow away in a heavy wind. A receptacle for real peanut shells is also helpful. "You might ask friends, stores, or businesses for their unwanted Styrofoam packing material," Susan adds.

An Answer to Spring Fever

As spring rolls around, many schools and youth groups plan field day events to encourage physical fitness and provide a refreshing change from students' day-to-day routine. Blending recreation with education can produce a useful teaching tool—particularly during these months when students are eager to be up and outdoors. In addition, humane societies are always on the lookout for interesting, new activities for their summer



— Susan R. Long

Participants in the day's activities receive instructions from eye-catching posters.

camp and open house events. The above activities, when combined with educator guidance, can be used to stimulate further thinking, reading, and the study of animals—or just to have fun. You might want to plan your own Animal Olympics and use class discussion and research projects to enhance the learning aspect of this recreational event.

Although Susan describes her program as "labor-intensive" with respect to the planning and preparation stages, the actual events themselves are easy, fun, and rewarding for participants and coaches alike.

If you are thinking of planning your own Animal Olympics, Susan makes the following suggestions:

1. Start planning specific events well in advance. "It's important to allow plenty of time to organize helpers and

materials," she advises.

2. Plan both active (physical) and quiet (sensory) activities to accommodate a range of abilities and to provide variation between motor skills and mental concentration.

3. If you choose to design your own activities, be sure to include ones that relate to specific concepts about animals and that also have meaning for the human participants. Concepts relating to animal senses and abilities seem to be better grasped by youngsters than, say, general animal facts.

4. Plan activities to fit the space you have to work with. "Don't spread things out too far; anticipate how much room you'll need for onlookers and participants waiting in line," suggests Susan. Be sure to plan for inclement weather—a rain date or an indoor site are a must.

5. Keep your activities simple, fun, easy-to-understand, and noncompetitive to facilitate learning and appreciation. State instructions clearly and concisely. "We always test our instructions and the events themselves before it's too late to make improvements," Susan points out.

An Animal Olympics day combines outdoor recreation with



— Susan R. Long

Fun for the whole family? You bet! Although this infant is too young to participate in the actual events, she still sports a colorful Zoo Olympics sticker, prepared by the zoo staff as a souvenir of the day's activities.

fun learning experiences. You might want to adapt the activities outlined here to accommodate large numbers of participants for a field day event. Or try one or two activities with a smaller group of youngsters as a recess time treat. Whether you use the activities exactly as they were devised by Susan Long and the Staten Island Zoo or adapt these activities to your own needs, you'll find that an Animal Olympics day will provide plenty of fun and learning for everyone involved.♥

Raising Questions and Finding Answers: NAAHE's Evaluation Project

by Bill DeRosa

During the past several years, NAAHE has focused a great deal of attention on two themes: (1) the importance of incorporating humane education into the school curriculum and (2) the need for critical, on-going evaluation of humane education methods, materials, and approaches. Late in 1981, we had the opportunity to bring these two themes together within our programming when the decision was made to launch a major research project designed to evaluate a curriculum-blended approach to humane education. After three years of planning, instrument development, testing, and data analysis, the results of the study finally began to come in late last fall. As we anticipated, the findings are mixed and seem to raise as many questions as they provide answers. Although the analysis of the project is still incomplete as we go to press with this issue of HUMANE EDUCATION, we would like to share some of the findings and project background with you. A complete discussion of the project and its implications will be published later this year as a *NAAHE Special Report*.

Project History and Purpose

In order to enlist the expertise needed

to conduct a major research project with national scope, NAAHE contracted in 1982 with the Wasatch Institute for Research and Evaluation (WIRE), a group of consultants in educational research recommended to us by the National Institute of Education. With assistance from NAAHE and Dr. Carol Browning of The Humane Society of the United States Board of Directors, the WIRE staff designed a project that would measure the impact of a curriculum-blended approach to humane education, using NAAHE's *People & Animals: A Humane Education Curriculum Guide* as the prototype material for this approach. The guide, which consists of more than 400 activities, is divided into four books, each covering two grade levels ranging from preschool through grade six. Each activity within the guide is designed to teach a humane concept while at the same time teaching a skill or element of content in language arts, social studies, math, or science. Although the guide had been field-tested in 350 classrooms and was rated very highly among teachers, it had not yet been used in a project that evaluated its impact on students.

The study designed by WIRE focused on four objectives. First, we wanted to

▲ *Elementary students in Durham, Connecticut, display the products of their humane education lessons. Teachers involved in the evaluation project were asked to complete twenty activities from People & Animals: A Humane Education Curriculum Guide over the course of the 1983-84 school year.*

examine the impact of the curriculum guide activities on children's knowledge about and attitudes and behavior toward animals. Next, we wanted to determine if children responded differently based on certain variables such as age, sex, place of residence, prior experience with animals, teacher attitudes, etc. We also planned to test for *transference*, that is, to see if children who developed more humane attitudes and behaviors toward animals also became more humane in their feelings and actions toward other children.

The final objective of the project was to develop a series of reliable instruments (tests) that could be used to measure the impact not only of *People & Animals* but also of a variety of humane education programs. Part of the problem in stressing the need for evaluation has been the lack of reliable instruments, especially for measuring attitudes and behavior. We hoped that by developing versatile



◀ Blaine Worthen, project director of WIRE, and NAAHE Director Kathy Savesky presented the history and initial results of NAAHE's Evaluation Project at The HSUS Annual Conference last fall in San Diego.

were to serve in a control capacity (their classes would be tested but would receive no instruction from the guide) only the teachers serving in an experimental capacity (those who would actually use the guide) attended these workshops. Their training consisted of an hour-long session during which the curriculum guide was introduced and briefly described. During the sessions, teachers were asked to keep diaries of the activities they completed over the course of the year and to record the time spent on each activity.

The realistic evaluation approach was also reflected in the composition of the study sample. The sample, which included more than 1,800 kindergarten through sixth-grade students, was distributed representatively among rural, suburban, and urban areas of California and Connecticut. The ethnic composition of the group, though predominantly Caucasian, included high percentages of black, Hispanic, and oriental children as well. Socioeconomically, the sample was also quite varied. It consisted of mostly middle-class students but had ample representation from low, lower-middle, and upper-middle categories.

Testing

In order to meet the objectives of the project, tests were needed that would measure four things: (1) children's knowledge about animals, (2) children's attitudes toward animals, (3) humaneness exhibited by children toward animals, (4) the transfer or generalization to other humans of children's attitudes toward animals. We also needed instruments to survey teacher and parent attitudes and to record background information about the children's age, sex, ethnic background, socioeconomic status, place of residence, and prior contact with animals.

The battery of test instruments developed by WIRE consisted of the following: (1) a pupil questionnaire designed to assess students' previous exposure to animals, e.g., pets, farm animals, zoo and shelter animals; (2) a Concept Mastery Test (CMT) to determine children's knowledge of animal-related concepts and terms; (3) an Attitude Scale

instruments and making these available to other educators and animal welfare groups, humane educators would be more willing to incorporate evaluation into their own programs.

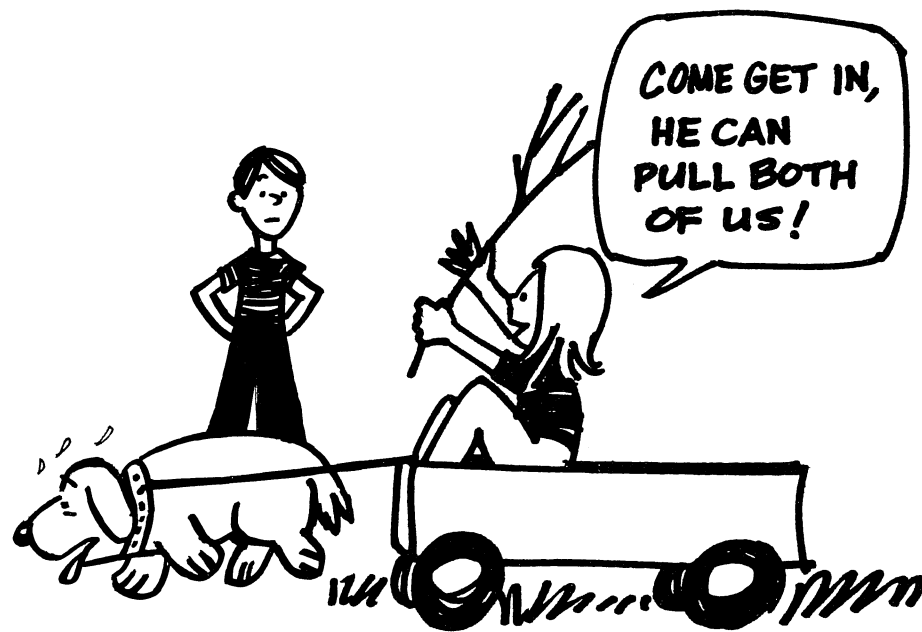
In the spring of 1982, Phase I of the project—the development of the testing instruments—was begun, using teachers and students in the Logan, Ogden, and Weber county school systems in northern Utah. The tests were completed in late summer of the same year, and plans were made to begin Phase II—testing and use of the guide—in Utah in the fall. Unfortunately, however, public controversy by the Utah Farm Bureau concerning the curriculum guide forced a temporary suspension of the project. New schools were recruited in California and Connecticut, and Phase II was begun.

Project Design and Methodology

Perhaps our foremost concern in designing the evaluation project was to ensure that it be realistic. Many evaluations of educational techniques and materials take place under highly controlled conditions in which students are force-fed materials in intensive doses. It was our desire, however, to evaluate a curriculum-blended approach, using the

NAAHE curriculum guide, under natural conditions—conditions in which teachers would be able to use the guides more or less as they wished. Under the WIRE plan, teachers were required to do only twenty activities from the guide (fifteen specified and five of their own choosing) over the entire 1983-84 school year. In research terminology this constituted a "thin intervention," or "weak treatment," a factor that usually makes producing recognizable changes in knowledge, attitudes, and projected behavior difficult. But since our objective was not to prove that our approach and materials worked but to find out how they worked, it made sense to evaluate them as they might be applied during a typical school year by teachers with many other curriculum requirements to meet.

This realistic approach was also reflected in other aspects of the project design and methodology. Since it is likely that most teachers who use humane education materials receive little instruction on how to use them, we decided to keep training to a minimum. The seventy-seven teachers who participated were selected on a volunteer basis from school districts in Connecticut and California. Since half the teachers



In order to test how children might behave around animals, students were asked to respond to a series of hypothetical situations like the one pictured here.

(AS) aimed at gauging students' attitudes toward animals and animal welfare issues; (4) a Situational Test of Humane Responses (SIT), which presented child-animal conflicts or dilemmas described in either picture or story form; (5) an Attitude Transfer Scale (ATS) developed to measure child-to-child compassion and kindness; (6) a Modified Aggression Scale (AG), which presented children with several everyday social dilemmas and asked the students what they would do in each case; and (7) a survey to measure humane attitudes of the students' parents and teachers. Several different versions or levels of the tests were developed in order to accommodate the various grades being tested.

The test instruments were administered within the context of a pretest-post test-control-experimental research design. All students were first given the tests in the fall of 1983 prior to any exposure to the activities in the curriculum guide. Following this pretest, students in the experimental group received the treatment, i.e., humane education instruction from the guide, while students in the control group received no humane education instruction except that which was already a part of the teachers' normal lesson plans. Then in the spring of 1984, all students were post tested using the same battery of instruments used in the

pretest. Both the pretests and post tests were administered by independent volunteers who were not informed of the project rationale and design in order to ensure against bias.

Results and Implications

At this time, only a portion of the findings from the project have been analyzed, and the results are mixed. The scores of the Concept Mastery Test indicated mixed results depending on grade level. At the kindergarten level, students in the experimental group scored significantly higher on the CMT, that is, they demonstrated a greater knowledge of animal concepts and terms than students in the control group. The same was true at the first-grade level. Students in the experimental group at the second-through sixth-grade levels also performed better on the CMT than their counterparts in the control group, but this difference was not statistically significant. This means that although the experimental group's scores were higher than those of the control group, the probability that this was due to chance (as opposed to the treatment) was greater than 5 in 100.

The results of the Attitude Scale were similar to those of the CMT. The attitudes of kindergarten and first-grade children in the experimental group were shown to be significantly more humane

than the attitudes of the kindergarten and first-grade students in the control group. At the second-through sixth-grade levels, experimental group children displayed more humane attitudes following the treatment than the control group children who did not receive the treatment, but once again this result was not statistically significant. The attitude tests also showed that at the third-through sixth-grade levels, girls generally displayed more humane attitudes than did boys.

In the Situational Test of Humane Responses, children were asked what they would do in certain situations, and their responses were rated on a five-point scale representing degrees of humaneness. The scores of the SIT indicated that kindergarten children were less humane in their responses to situations involving child-animal dilemmas than were first-, second-, and third-grade children. The kindergarten, first-, and third-grade children in the experimental group displayed more humane responses than their counterparts in the control group, but the difference was not statistically significant. At the higher grade levels, children in the experimental group displayed significantly more humane responses than children in the control classrooms.

The next two instruments, the Attitude Transfer Scale and the Modified Aggression Scale, were "generalization" measures to determine if children's attitudes and projected behavior toward animals would generalize or transfer to other children.

On the Attitude Transfer Scale, which assessed children's kindness and compassion toward other children, experimental group children at all grade levels demonstrated positive changes from pretest to post test, while the students in the control group exhibited little or no improvement. Here again, however, the improvement shown by the experimental group was not marked enough to be statistically significant.

Finally, the results of the Modified Aggression Scale surprisingly indicated that the students who had received instruction from the guide scored *more* aggressively than did the students in the control group. Boys also scored more aggressively than did girls.

Within the next few months, NAAHE and the WIRE research team will be analyzing the remaining data from the

evaluation project. The impact of variables such as sex, place of residence, parent and teacher attitudes, and prior experience with animals has yet to be identified. In addition, an internal analysis of results of specific test items has yet to be done. Further results may shed light on or contradict some of the preliminary findings.

Despite the mixed and somewhat limited early results, however, there is good reason to be encouraged by the study. True, the use of the curriculum guide did not produce statistically significant results on every test at every grade level. But this is not as disappointing as it sounds if we remember that the twenty activities from the guide taught by the experimental group teachers constituted a very thin intervention, or weak treatment. Numerous evaluation studies in which curriculum materials were used every day for an entire school year have failed to show significant changes in learner outcomes. In this context it is encouraging that the curriculum guide activities and approach had such a significant effect on knowledge, attitudes, and projected behavior at the kindergarten and first-grade levels and a lesser but nonetheless positive impact at the grade levels beyond. Moreover, it appears from the preliminary data that there is a clear trend toward an increase in positive test results as the time spent by teachers on each activity increases.

If the existing trends are reinforced, the findings may suggest some kind of special significance for humane education at the early grades. However, pioneer research projects such as this can only point to trends; the *whys* must be looked at in future studies. Are young children more receptive to humane education? Is this an age in which natural developmental factors that enable children to recognize the needs of others are growing rapidly anyway? Are early childhood teachers better equipped for or more accustomed to teaching styles that promote pro-social or humane behavior? Would more intensive use of activities or more teacher training result in greater improvement among students? Is there a relationship between humane attitudes in children and their general level of aggression? Are the activities at upper levels of the curriculum guide in some way less appropriate for the developmental level of the students than those at the lower levels? These and other



Vicki Parker

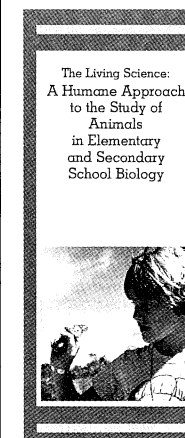
Melinda Haddad, fifth grade teacher at Hill Central School in New Haven, Connecticut, assists her students during a humane education lesson. Many of the teachers in the project, while unfamiliar with humane education at the outset, showed a strong interest in humane education programs and teaching materials as a result of their involvement in the evaluation.

questions remain to be answered. NAAHE has plans to continue its work in trying to determine the most effective humane education methods and strategies. Although this project is only a first step, it provides us with the largest body of knowledge to date on children's knowledge of and attitudes toward animals and the impact of humane education on that knowledge and those attitudes. We believe

that the implications of the project for humane educators and researchers will be far-reaching in terms of the future direction of both humane education programming and evaluation. ♥

For more information about NAAHE's Humane Education Evaluation Project, contact Bill DeRosa, NAAHE Research Associate, Box 362, East Haddam, CT 06423.

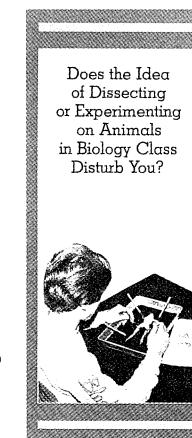
**You can teach about animals without harming them...
by following the guidelines presented in NAAHE's new biology brochure
for science teachers.**



Rejecting the need for dissection and invasive experiments on animals in the classroom, the brochure offers resources for alternative lessons and teaching materials. One side of the brochure opens to provide an attractive poster of recommendations for the study of animals in biology classes. A companion brochure for students who are ethically opposed to dissecting or experimenting on animals is also available. Ask for the teacher's biology brochure or the student's biology brochure. One copy of each is available on request. Please send a self-addressed, stamped envelope. Quantity prices are as follows:

50 copies \$4 100 copies \$7 500 copies \$25

Write to:
NAAHE, Box 362, East Haddam, CT 06423





CAREERS WORKING WITH ANIMALS



Often, jobs at animal facilities can overlap. An animal caretaker may complete a number of tasks each day that help animals directly—such as bathing, grooming, and feeding. Other tasks, like answering telephone calls, recording information, and helping the public, also provide a necessary service to benefit animals.

Daytona Beach Evening News

The content of the March issue of Kind News, NAAHE's children's publication, relates to the theme of this article. If you receive Kind News, we suggest you use it as hands-on material to support the activities covered here. If you do not receive Kind News and would like more information about it, write to Kind News, Box 362, East Haddam, CT 06423.

by Willow Soltow

“What do you want to be when you grow up?” This is a question adults have probably been asking young people since civilization began. Of course, when we ask it, we seldom expect youngsters to know for

sure what job they would like to pursue as adults. But we cannot begin too early to help them learn about the many career possibilities that will one day be available to them.

For many of us, employment provides more than income. Pursuing a specific career is often a means by which we take action on the issues that are meaningful to



While most people in animal-related careers care deeply about animals, they often work in environments in which animal suffering is encountered on a routine basis. The ability to cope with this is an important factor to consider in choosing a career in animal care.

A field trip to an animal care facility or nature center can provide youngsters with firsthand information about some of the different animal-related jobs that exist in their community.

John J. Dommers

us. It can be the basis for an entire life-style.

Animals and animal-related problems have an impact on nearly every community. Many different community helpers are involved in animal care occupations. Educating students about the careers that help animals and that help to solve animal problems can be an important addition to almost any social studies curriculum.

As humane educators, we encourage students to be receptive to ideas and values that benefit animals. We help youngsters develop respect for all that lives. We can, through a unit on animal-related careers, also help young people to learn that the future may hold career opportunities for them that are directly related to these values and beliefs.

Although the careers that your students will investigate in this unit may not necessarily guarantee wealth, prestige, or fame, they offer personal rewards that are meaningful to the people who pursue them.

The World of Work

Begin your unit on animal-related careers and community services by having students identify some of the reasons people choose the work they do. Have

students take a poll of at least five of their adult friends, neighbors, teachers, and relatives. Have them ask each person what kind of work he or she does, what makes his or her job rewarding, and how the job benefits others in the community. After students have taken the poll, have them, as a class, compare and tabulate the answers they received. Then have them discuss: What are some of the rewards (e.g., income, prestige, fulfillment of a personal goal or commitment) to consider in choosing a career? Point out that different people have different needs. What one person may find fulfilling might not meet another's needs. How does this benefit the community overall?

Animal-Related Careers

Next, have students identify some careers that involve animals. List these careers on the chalkboard. Many children think of animal-related careers as being limited to jobs at animal hospitals or zoos. Point out that many occupations involving animals can be found at other facilities in the community. Some of these facilities include humane societies, animal shelters, wildlife sanctuaries, nature centers, private kennels, and more. There are jobs in education, animal care, management, public relations, animal

obedience or training, animal control, and many other fields relating to animals. Encourage students to think of as many animal careers as possible and list each one. Then have students discuss: Which of the listed careers help animals? Which help people? Which do both?

Finally, challenge students to think of traditionally non-animal-oriented careers that may have a special focus on animals. For instance, a lawyer who prosecutes people who harm animals or who does litigation for an animal rights organization. Other examples include a clerical worker at a shelter or animal hospital, a classroom teacher who focuses on humane education, a writer or artist who tries to make people more aware of the plight of animals through his or her work.

If your class receives Kind News, you can use the articles in the March 1985 issue to provide background information for your students on various animal-related careers. Some of the careers covered in this issue of Kind News include: humane educator, animal caretaker, investigator, veterinarian, lawyer for animal welfare, wildlife rehabilitator, and volunteer worker for animals.

Although volunteering does not strictly constitute a career, you may want to remind students that volunteering, like

pursuing a career, can be a meaningful and constructive lifetime pursuit—one that benefits the individual worker as well as the community in which he or she lives. Volunteering can also have an added benefit in preparing an individual for a well-informed career choice.

If your class does not receive *Kind News*, you may want to invite people from your area who hold these or similar jobs to speak to your class. In addition to speakers on the subject of animal-related careers, you may want to assign readings from a number of the career books referenced at the end of this article.

To learn better what kinds of career opportunities are available in your community, it might be necessary to schedule a visit to one or more facilities that provide animal care. You might have the class visit a local animal hospital, animal shelter, nature center, kennel, or zoo. (For further suggestions on getting the most out of a class visit to the local humane society or animal shelter, please see our article from the June 1982 issue of HUMANE EDUCATION, "A Visit to the Animal Shelter," or send a self-addressed, stamped envelope to NAAHE, Box 362, East Haddam, CT 06423 for a copy of the article.)

A visit to the local shelter will give students a chance to see firsthand the many jobs performed there. Depending upon the size of your local animal shelter, there may be several of the following career possibilities: animal caretaker or kennel attendant; humane officer or investigator; veterinarian; veterinary technician; warden or animal control officer; humane educator; public relations specialist; shelter manager; clerical worker; and other administrative personnel.

Jobs in animal care can overlap among different facilities. For instance, an animal hospital may employ workers in a number of the above career areas: animal caretaker, veterinarian, veterinary technician, and clerical worker, for example. A zoo may have career opportunities for an animal caretaker, veterinarian, veterinary technician, public relations specialist, clerical worker and other administrative staff.

On their visit to local animal care facilities, have students take notes on the different jobs that they see being performed by employees. Back in the classroom, have them discuss: What jobs did they see performed? Which might require on-the-job training? Which might require more

formal education? Which jobs might be found to overlap with career positions at other kinds of animal care facilities?

By now your students have had the opportunity to review many animal-oriented careers through reading *Kind News*, listening to classroom speakers, reading books and/or making visits to local facilities. Reinforce what students have learned about these careers by having them complete the "What's My Line?" work sheet that follows this article.

Making Choices

Making well-informed choices about the kind of career to follow is part of career awareness. Although factual information about careers is important, learning to exercise critical-thinking and

the activity, have groups share their findings regarding each career.

The following questions will help you to assist groups that have trouble getting started: What duties are involved in your career? Would you have irregular working hours? What kind of income would go with this career? Could satisfaction with this job compensate for lower pay? What might be some of the nonfinancial benefits of this career? What kind of education would be required in order to qualify for it? Might this present difficulties for some people? Why? Does the job involve direct contact with animals? with a lot of people? Would the job continue to be challenging over the years? Why? If not, would the reward of helping animals compensate for this?



Students may be surprised to learn that some veterinarians treat large animals as well as small ones. These animal doctors often must visit their patients, rather than having their patients brought to the veterinary hospital.

decision-making skills with regard to potential job possibilities encourages responsible career choices.

Have the class make a list of what students feel are the five most rewarding or interesting animal-related careers that they have learned about during their studies. Then divide the class into five groups, one to represent each career. Pass out a copy of the "Making Choices" copy master that follows this article to each of the groups. Have the students within each group conduct a brainstorming session on the positive and negative aspects associated with their career. Let each group select one student to record the group's answers on the copy master sheet. At the end of

Would this career involve feeding animals? cleaning their cages? Would a person who pursued this career risk being bitten by a frightened animal? How might it feel to save an injured animal or to return a wild animal to its habitat? Would you be able to euthanize sick or homeless animals if that was part of your job?

Explain that while people in animal-related careers care deeply about animals, they often find themselves in jobs in which animal suffering is encountered on a routine basis. How might it affect someone in an animal-related career to be near suffering animals? Have students consider: If you identified too closely with an animal that was suffering, is it possible

that you might do the animal more harm than good? Why? If so, would this mean that you should abandon the idea of an animal-related career? Point out to students that there are plenty of careers involving education, fund raising, clerical or administrative duties in which individuals can effectively help animals, yet not have daily, direct contact with them.

Animals and People Who Help Them

After the class shares information on the positive and negative aspects of animal careers, have students complete the following writing exercise to give them a broader basis for understanding the implications of working with animals.

Write these animal descriptions on the chalkboard: a lost dog; a stray, homeless cat; an injured raccoon; a pet horse that is ill; a pet dog that has not been spayed; a captured frog brought to school in a jar.

Have students match each animal description with the name of an animal career professional who could help it. For example, students might match a lost dog with a warden or animal control officer, an injured raccoon with a veterinarian, or a captured frog with a humane educator who would see that the frog was returned to its natural habitat.

Next to the name of each animal, write the name of the animal career professional whom students select. After all of the matches have been listed on the chalkboard, have each student choose one animal-career-person match and write about the animal's experience of being helped by this person. Encourage youngsters to use their imagination in identifying with and writing about their animal. What new sights and smells might the animal experience as a result of its handling by the person? How might new, strange, and frightening surroundings affect the animal? What fears might it have? What people, in addition to the matched career person, might the animal also be likely to encounter? Have students share their finished animal stories with the rest of the class.

The Big Search

You can use the following role-play activity to give students a feeling for what it might be like to apply for a real job helping animals. Point out that choosing a career is only half the battle—applying for and getting a job requires much

patience and hard work.

First, have students organize into pairs. Assign an animal-related career to each pair. Have one student in each pair take the role of interviewer, and the other that of job applicant. Have each interviewer list questions to ask the applicant in order to see if he or she is qualified for the job. Have the interviewers consider: What duties are involved in this job? What kind of educational background might an applicant need to have? What sort of attitude toward animals would be required?

Meanwhile, have applicants make lists of their own, outlining their imaginary qualifications for the job. Have them make up the kind of educational background and job history that they feel will best represent an applicant for that job. At this point, you may want to review students' questions and qualifications before allowing them to conduct their role-play interviews.

Following the interviews, have students share their feelings about the role-play experience. In each case, did the applicant "qualify" for the job? Why or why not? Did each applicant feel that the questions asked of him or her were fair? Point out that in a real job interview, the interviewer is not "the bad guy." In most cases, he or she is simply trying to find someone who will be happy and effective at the job that is being offered. Have students discuss: Why is it especially important to be honest with an interviewer about personal interests and qualifications? What might happen if you accepted a job for which you were not qualified or in which you lacked sincere interest?

Humane Education and Career Awareness

Encouraging students to develop appreciation and respect for all animals is one principal objective of humane education programming. Equally important is the need to provide students with an outlet for expressing their humane values. When we teach youngsters about career possibilities in animal care, we offer them insights into how they may one day act upon their feelings of commitment to and respect for all that lives.♥



Resources

Books

Animal Doctors. Patricia Curtis. New York: Delacorte Press, 1973.

Careers at a Zoo. Mark Lerner. Minneapolis: Lerner Publications, 1980.

Careers for Dog Lovers. Lynn Hall. Chicago: Follett Publishing Company, 1978.

Careers in Animal Care. Christopher Benson. Minneapolis: Lerner Publications, 1974.

Careers in the Animal Kingdom. Walter Oleksy. New York: Julian Messner, 1980.

Careers Working With Animals. Guy Hodge. Washington, D.C.: The Humane Society of the United States and Acropolis Books, 1979.

Exploring Careers in Animal Care. Charlotte Lobb. New York: Richards Rosen Press, 1981.

Maybe You Belong in a Zoo. Karen O'Connor. New York: Dodd, Mead, & Company, 1982.

Ms. Veterinarian. Mary Price Lee. Philadelphia: Westminster Press, 1976.

People & Animals: A Humane Education Curriculum Guide. Kathleen Savesky and Vanessa Malcarne, editors. Washington, D.C.: The Humane Society of the United States, 1981.

Work With Us in a Humane Society. Mary Dykstra. Milwaukee: ISSI Information Systems and Services, 1982.

Zoo Careers. William Bridges. New York: William Morrow, 1971.

Films

In addition to the films listed below, please see our *Humane Education Film Reviews* also in this issue.

Animals Can Bite. 16mm film, twelve minutes, color and sound. Pyramid Films, P.O. Box 1048, Santa Monica, CA 90406.

The Covenant. 16mm film, twenty minutes, color and sound. The American Veterinary Medical Association, 930 North Meacham Road, Schaumburg, IL 60196.

The Veterinarian Serves the Community. 16mm film, eleven minutes, color and sound. FilmFair Communications, 10900 Ventura Boulevard, P.O. Box 1728, Studio City, CA 91604.

Working With Animals. 16mm film, eleven minutes, color and sound. Films Incorporated, 1144 Wilmette Avenue, Wilmette, IL 60091.



What's My Line?

Match each of the following animal-related career workers with the best description.

veterinarian	humane educator
naturalist	wildlife artist
lawyer for animal welfare	animal caretaker
wildlife rehabilitator	shelter manager
humane society volunteer	animal control officer

1. I work for my town government. I enforce leash laws and other laws that deal with animals. I bring stray pets back to the shelter. I am the _____

2. People who have my job may work at an animal shelter. Or they may work at a zoo or an animal hospital. I feed and groom animals. I clean their cages. I make sure there are enough supplies on hand to care for the animals. I am the _____

3. I teach people (especially students) about taking care of all kinds of pets and wild animals. Sometimes people who have my job teach in schools. Sometimes they teach at animal shelters. I am the _____

4. I rescue injured and sick wildlife. I try to make wild animals well again so that I can set them free. I am the _____

5. I am an animal doctor. I take care of

sick pets and other animals. I am the _____

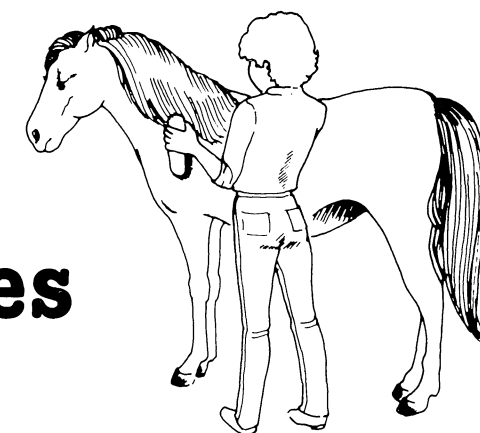
6. I work in the courts to protect the rights of animals. I am the _____

7. I work at the animal shelter, but I am not paid to work there. I may groom pets. I may answer telephones. I do jobs that the regular workers do not have time to do. I am the _____

8. I make drawings and paintings that help people appreciate animals. I am the _____

9. I oversee all the workers at the animal shelter. I see to it that the shelter has enough money to continue its programs. I am the _____

10. I work at a nature center. I teach people about wild animals. Sometimes I visit schools, where I teach students about wildlife. I am the _____



Making Choices

1. Write the name of your career here. _____

2. List the duties involved in this career.

3. Below, under **positive**, list the things about this career that might be enjoyable. Under **negative**, list the things that may not be enjoyable.

Positive

Negative

4. Tell how your career helps animals.

5. Tell why you would or would not want to pursue this career.

HAPPENINGS

KRILL IS A WHALE OF A GAME

Science games can provide an effective means for stimulating student inquiry and encouraging classroom participation. Krill is one of a number of science card games offered by Ampersand Press. Designed to build appreciation of the problems encountered by whales and other animals of the Antarctic Ocean, Krill is appropriate for youngsters in middle school and above. It is available for \$6.50 plus \$1.50 postage. Ampersand Press also offers additional games designed to help youngsters learn about predators, food chains, and pollination. For a free catalog, write to Ampersand Press, 691 26th Street, Oakland, CA 94612.

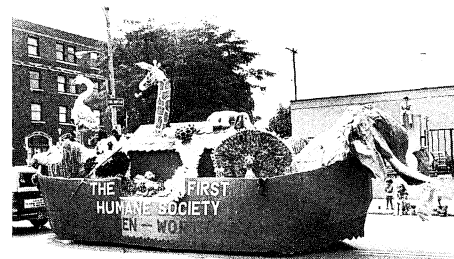
RADIO THEATRE MAKES A COMEBACK

Looking for good humane education stories on audiocassette? Cassette stories can help exercise students' imagination and let youngsters perceive characters and plots in their own way, much like with old-time radio theater. Combined with a humane education perspective, cassette stories can be a particularly rewarding learning tool. Offered by the Children's Radio Theatre, "Whale Fire," a story by Duane Bowers, combines the topics of endangered species, human-animal bonds, and concern for all that lives. Cassettes of "Whale Fire" are available for \$8 each, including postage. (Discounts available for orders of three or more cassettes.) Order from Children's Radio Theatre, 1314 14th Street, NW, Washington, DC 20005. Children's Radio Theatre produces many other stories on cassette as well, a number of which have a humane focus. Write to them for a catalog.

CREATIVE ANNUAL FLOAT BOOSTS MORAL

Each year, the education department of the Jefferson County Humane Society, Jefferson, Wisconsin, designs and creates a float to be exhibited in the two regional parades. The purpose? To express a humane education theme to the general public—and,

no less importantly, to provide a morale booster and enjoyable, challenging project for the humane society's volunteers, including the elderly and youth group members. Executed under the supervision of Education Director Vickie Butts, the annual float won first place in both parades in which it was exhibited this past fall. The papier maché Noah's Ark bore the theme *The First*



—Vickie Butts/Humane Society of Jefferson County

Humane Society: Worth Saving Then, Worth Saving Now. "It provided all of our volunteers with a positive morale builder and a chance to meet and enjoy being with other volunteers," observes Vickie. For more information, contact her at the Humane Society of Jefferson County, Box 86A, Kiesling Road, Jefferson, WI 53459.

SNAIL TURNS FILM STAR

Created by filmmaker Roberto Carlo Chiesa, *Snail and Friend* portrays the story of a real garden snail who survives the elements and human indifference to find a friend in a little girl. Accompanied by musical background without dialogue, this appealing film encourages appreciation for snails, insects, and other small creatures. For further information, write to R. Q. Todd Enterprises, 1438 Kruger Drive, Modesto, CA 95355.

HUMANE SOCIETY WINS ACHIEVEMENT AWARD

All humane education does not necessarily take place in the classroom. The Salt Lake County Animal Services Department was the recipient last summer of the National Association of Counties Achievement Award for its outstanding efforts in the area of public education and information. "Providing quality programs and making the public aware of those programs

are primary goals of the Animal Services Education program," observes Program Coordinator Kathi Prevost. For more information about the Salt Lake County program, contact Kathi at the Salt Lake County Animal Services, 511 West 3900 South, Salt Lake City, UT 84123.

NEW DIARY HELPS STUDENTS IMPROVE THEIR ANIMAL AWARENESS

The *Amateur Naturalist's Diary* by Vinson Brown will be helpful to students who want to record their observations of animals. The diary provides plenty of blank, lined pages for individual recordings and includes appealing black-and-white drawings plus month-by-month suggestions on what to look for in the outdoors. Teachers may want to help young students fill out the pages of the diary as a group project—or older students may be interested in keeping their own nature journals as an alternative science project. The *Amateur Naturalist's Diary* is available in paperback edition for \$9.95 from your local bookseller or write to Prentice-Hall, Inc., Englewood Cliffs, NJ 07632.

GETTING THE WORD OUT

Barbara Westerfield of the Central California SPCA and Debbie Corban of the Animal Protection Guild in Canton, Ohio, are two humane educators who are using *Kind News* to "get the word out" to students in their communities. Barbara reports that a new SPCA membership was recently offered through the CCSPCA's education department. With a donation of \$10 (approximately 35¢ per student) a class can become a member of the SPCA and receive a membership certificate as well as a subscription to *Kind News*. Through these classroom memberships, Barbara and the education department are able to offer many additional free educational materials to teachers and students. Over 50 classrooms (more than 1,500 students!) now share in financial and philosophical support of CCSPCA programs.

Debbie Corban of the Animal Protection Guild provides copies of *Kind News* as a thank-you gift to each classroom she visits

under the guild's humane education program. As Debbie points out, "a gift of *Kind News* encourages the teachers to continue humane education on their own and gives the children something to take home and show the adults in their families." With inexpensive bulk rates available, other humane educators may find that *Kind News* can help them get the word out to students in their communities as well! For more information about *Kind News*, write to *Kind News* Editor Vicki Parker, NAAHE, Box 362, East Haddam, CT 06423.

HUMANE EDUCATION COMMITTEE TAKES A GIANT STEP

The Humane Education Committee of New York City held its first symposium this past October. "The symposium introduced the concept of humane education to more of the area's teachers and school administrators than ever before," observed committee coordinator Sheila Schwartz. As part of the Humane Education Committee's ongoing mini grant program, selected symposium attendees were able to obtain free subscriptions to *Kind News* as well as other teaching materials and low-cost veterinary services (for pets of qualifying children). Materials and services were offered by such groups as the ASPCA, the Humane Society of New York, the Bide-A-Wee Home Association, Defenders of Wildlife, and the Animal Welfare Institute.

The symposium brought together educators and parents as well as representatives from the New York City Board of Education, city council, United Federation of Teachers (UFT), and animal welfare groups. Among the speakers who addressed nearly 200 educators were Jeanette DiLorenzo, treasurer of the UFT; John Kominski, assistant director of the New York City Board of Education Science Department, Robert Dryfoos of the City Council of New York, and Kathy Savesky, director of NAAHE. Information was presented on the importance of strategies for humane education in today's curriculum. NAAHE Director Kathy Savesky took the opportunity to present Humane Education Committee member Mildred Butler with the 1984 National Humane Education Teacher of the Year award. In addition, HUMANE EDUCATION editor

Willow Soltow and *Kind News* editor Vicki Parker were on hand to share information about NAAHE teaching materials with symposium attendees, as pictured here.

The Humane Education Committee, composed primarily of teachers from the New York City school system, serves as a resource and support network. Its members present animal-related issues and materials to students, parents, PTA's, the media and



—Kathleen Savesky

political representatives in an effort to develop responsible action by all concerned toward animals, the environment, and people. The committee is currently offering audio-cassettes of Roger Caras's *Last Chance on Earth* to benefit humane education activities in New York. The cost is \$6 per cassette. To order, or to obtain more information about humane education in New York City, write the Humane Education Committee, P.O. Box 445, New York, NY 10028.

USEFUL BOOKLETS HELP READERS BECOME ACHIEVERS

Are you interested in improving your humane society's ability to set and attain goals? Are you having difficulty organizing your department, maintaining a "team spirit"? The American Society of Association Executives (ASAE) publishes three booklets that provide guidelines to help you analyze your administrative needs and improve on-the-job effectiveness. Titles are *Getting Involved*, *Achieving Goals*, and *Moving Forward*. The price per booklet is \$1.50 (includes postage.) To order, write to ASAE, 1575 Eye Street, NW, Washington, DC 20005.

WILDLIFE RUBBER STAMPS MAKE GOOD IMPRESSION

Currently in vogue among students, rub-

ber stamps also hold an appeal for many teachers who use them to make handouts, quizzes, and work sheets more attractive. Humane educators who are on the lookout for rubber stamps of wild animals—as well as a few domestic ones—will enjoy the Nature Impressions catalog of rubber stamp designs. The catalog costs \$1.40 and features over twenty pages of realistic images designed to celebrate the earth and its non-human inhabitants. Write to Nature Impressions, 1007 Leneve Place, El Cerrito, CA 94530.



NEW BIOLOGY BROCHURES PRESENT HUMANE APPROACH

As populations expand and people become more detached from the natural world, the role of biology studies in the classroom becomes increasingly important. With this in mind, NAAHE has prepared two new biology brochures—one for teachers and one for students. The teacher's biology brochure, titled *The Living Science: A Humane Approach to the Study of Animals in Elementary and Secondary School Biology*, features recommendations for the humane study of animals, a discussion of the desensitizing effects upon students of animal experimentation and dissection, and suggestions for alternative methods and materials. A companion brochure for students has also been prepared, titled *Does the Idea of Dissecting or Experimenting on Animals in Biology Class Disturb You?* This brochure provides suggestions for students who are ethically opposed to dissecting or experimenting on animals in their science classes. Both pieces open out to provide an informative mini poster outlining NAAHE's newly revised guidelines for animal study. A free copy of each brochure is available on request. Quantity prices are also available. For more information or to request a free copy of one or both brochures, send a self-addressed, stamped envelope to NAAHE, Box 362, East Haddam, CT 06423.

HUMANE SOCIETY PRODUCES NEW ADVENTURE COLORING BOOK

The St. Charles Humane Society's Education Department has produced a new

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story coloring book titled *Lewis and Clark's Great Adventure*. Written by Glenda Schaefer and illustrated by Donna S. Noack, the story is told from the viewpoint of Scanlon, the dog that accompanied Lewis and Clark on their famous expedition. The twenty-four page book includes numerous full-page pictures to color and emphasizes concern for all animals, including endangered species. *Lewis and Clark's Great Adventure* may be used by humane educators teaching about appreciation for all animals or by classroom teachers who wish to focus on endangered species and American history. To order a copy, send \$2 to the St. Charles Humane Society, P.O. Box 9, St. Charles, MO 63302.

BAT SLIDE SHOW AVAILABLE

Bats are among the most maligned animals—and yet are also among the most beneficial to humans and to the environment. Many species of bats are endangered—largely as a result of human interference and ignorance. To address this problem, Bat Conservation International (BCI) is offering a



—Merlin D. Tuttle/Bat Conservation International

sound-slide program titled *Saving America's Bats*. The program includes forty-nine slides by Dr. Merlin Tuttle, bat expert, and a nineteen-minute cassette tape. All proceeds from the sale of the slide show support bat conservation. The program may be ordered for \$55 for nonmembers of BCI (or \$35 for members) from Bat Conservation International, c/o Milwaukee Public Museum, Milwaukee, WI 53233.

SCIENCE KITS FOCUS ON ANIMALS

Educators of primary students who want to blend humane education with scientific animal facts will want to know more about the *Come With Me Science Series*. Each set in the series integrates science into other curriculum areas like reading, math, spelling, art, and language arts for very young students. The sets cover such topics as *Insects*, *Sea Animals*, *Birds*, *Mammals of the Woods*, *Spiders*, etc. Each set includes a collection of childlike, hand-drawn animal story pictures plus stories, songs, a matching picture game, and teacher's guide. Many of the sets also include an audiocassette tape that uses music as a reinforcement for learning and remembering science facts. The cost of a complete set is \$13.50, but individual parts of the sets are sold separately. The *Come With Me Science Series* catalog includes many other educational science ma-

terials for kindergarten through sixth grade. For a catalog, write to *Come With Me Science Series*, S/S Publishing Company, 4521 Holiday Hill Court, Shingle Springs, CA 95682.

DOG CHART FUND RAISER OFFERED

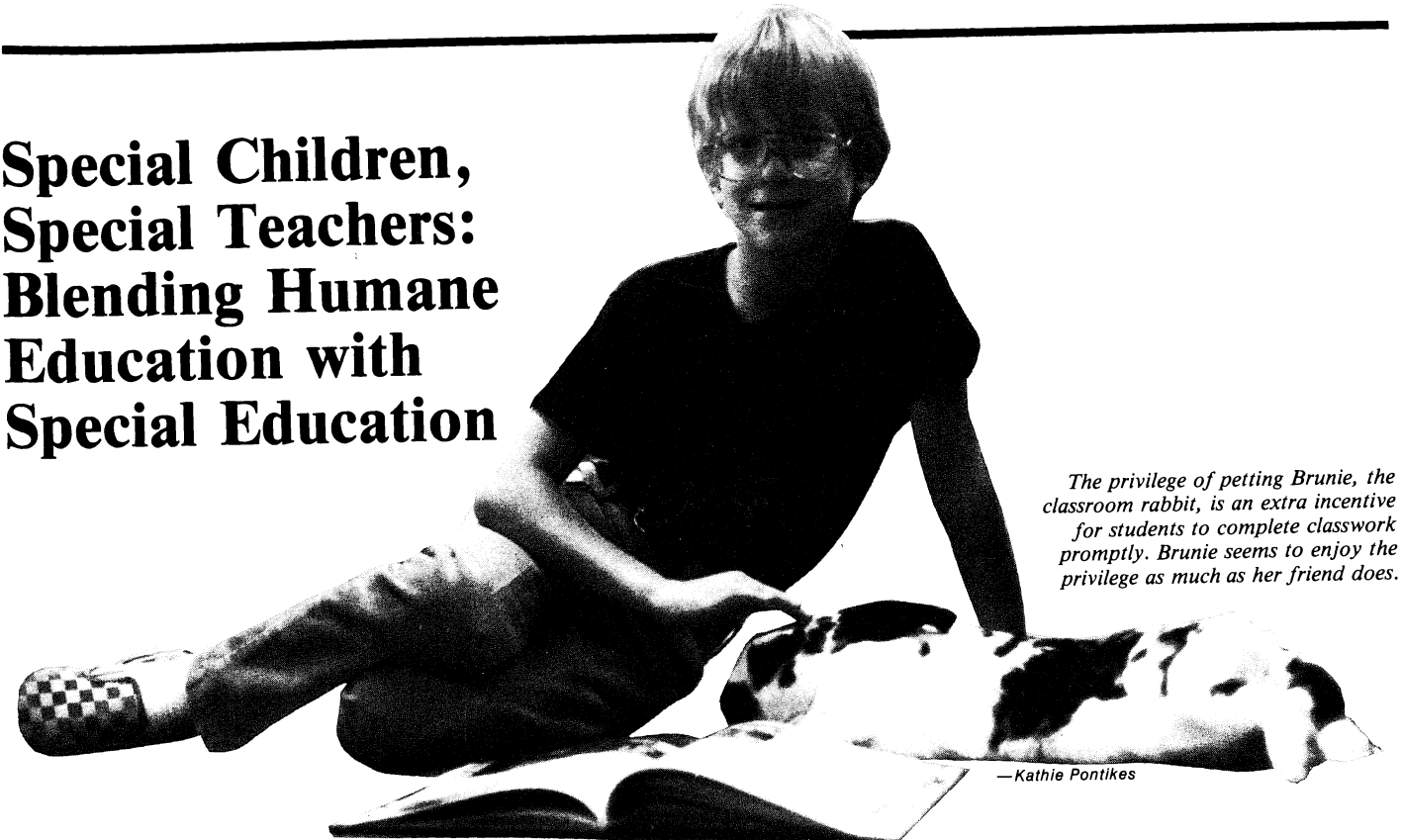
The Gaines Guide to America's Dogs wall chart has been revised and is now available, announces the Gaines Dog Care Center. Full-color illustrations of 133 breeds are shown on the new 25 x 38 inch chart. The chart also contains breed data such as average height and weight, color, and origin under each illustration. Folded copies can be obtained for \$1.50 each, and rolled copies suitable for framing are available for \$2.50 each. Humane societies and animal welfare organizations interested in obtaining the charts in quantity for resale at fund-raising events should write for special bulk rates to the Gaines Dog Care Center, 250 North Street, White Plains, NY 10625.

COLORING BOOKS PROMOTE INSECT AWARENESS

Readily accessible, insects can provide youngsters with valuable subjects for observation. What's more, insects are fascinating animals—as children will soon learn when they tackle the pages of *Coloring Fun With Insects*. From the cicada to the walkingstick to the dragonfly, the forty-eight page coloring book illustrates forty-eight insects with one or two lines of text describing each. A coloring key is included so students can color their insects as they appear in nature. With proper guidance, *Coloring Fun With Insects* can help youngsters overcome fears by improving awareness of the insects all around them. Order for \$3 per book from the Entomological Society of America, 4603 Calvert Road, College Park, MD 20740. ♥

Do your ideas and materials belong in Happenings? If they do, send them to us. Send sample materials, information, and, when available, black-and-white photographs to Happenings, HUMANE EDUCATION, Box 362, East Haddam, CT 06423.

Special Children, Special Teachers: Blending Humane Education with Special Education



The privilege of petting Brunie, the classroom rabbit, is an extra incentive for students to complete classwork promptly. Brunie seems to enjoy the privilege as much as her friend does.

—Kathie Pontikes

by Patty Finch



- Proudly, the class stands at the Town Hall ceremony. The students are presenting a copy of the four-page flyer they developed on how to find a missing pet.
- Two children sit huddled over their papers busily writing. They are developing articles to send to the Finnish Humane Society children's newsletter in Helsinki, Finland.
- Last year, a boy's sole interest in animals was "squishing bugs." Recently, at recess, he was overheard explaining to other children how to replace worms in their natural environment.
- Two students, thanks to classroom lessons and experiences, were able to obtain summer positions as veterinary assistants.

These are special children. They've been made fun of by the neighborhood kids. They've failed repeatedly in school. Sometimes they'd rather be thought of as "bad" than "dumb," so they act accordingly. These are special education students. Luckily, they have very special teachers—teachers

who have made humane education an integral part of their curriculum.

An Agent for Change

Kathie Pontikes, a doctoral candidate, is in her sixth year of teaching learning-disabled/behavior-disordered children. Her students range in age from seven to ten years. Kathie team teaches with Ken Solomon so that students may experience a more normal class size while benefiting from lots of teacher-student interaction. Kathie sees humane education as a natural for all children but especially appealing to her students at The Miriam School in Webster Groves, Missouri.

"These kids have been the underdogs all their lives. They can relate to animals who are threatened with extinction," observes Kathie. "They know what it's like to be misunderstood and devalued. The suffering of animals gives these kids a cause. For once, the children can be giving help instead of receiving it. That boosts their self-confidence and helps animals."

Humane education is a natural not only for the children but for Kathie as well. A member of numerous local and national animal welfare groups, she is a presenter for a local speaker's bureau concerned with treatment of animals.

Kathie explains, "At first, when I began teaching a humane lesson in my

classroom every week, people thought, 'Oh, that's just her. That's her personal crusade.' The other teachers didn't see themselves getting involved at all." Kathie, however, always invited other classes to join hers for special events. When personnel from a local raptor sanctuary brought a golden eagle and barn owl to her class, all the other classes were there as well. Now, out of the nine other teachers at the school, four have followed Kathie's example of adding a classroom pet, and all use some portion of the humane education materials.

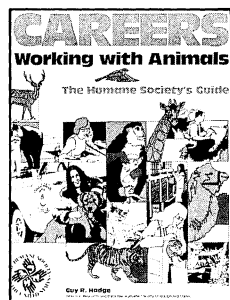
"The teachers saw it was not just my crusade, but a neat way to teach respect for all life," Kathie explains. "I don't just teach about animals but about what's happening to animals. For example, I bring in a steel-jaw leghold trap for the kids to examine. They become very vocal about protecting animals' rights, even if it's a small beetle or worm. Two of my students even wrote articles for a humane society newsletter in Finland. I really feel that these children will have an impact upon our world as they come into adulthood. They are future crusaders in a very important cause."

Opening New Worlds

Mary Thomas is a teacher of educable mentally retarded children at the Skills Center in North Little Rock, Arkansas.

Looking for a way to help students learn about animal-related jobs?

Take a look at *Careers Working With Animals*.



Written by Guy Hodge of The Humane Society of the United States, this helpful resource contains detailed information on more than fifteen different careers. It also includes a profile of the animal welfare and conservation movements, a review of the job market, and a chapter on reader self-assessment and a personal needs examination. This helpful resource for teachers, guidance counselors, and individuals seeking an animal-related career is available for \$6.95 (\$5.95 for NAAHE members) from NAAHE, Box 362, East Haddam, CT 06423.

She teaches a four-week unit for eighth- and ninth-grade students who rotate through the Skills Center. The students spend half a day in Mary's class. The rest of the day is spent at their home base junior/senior high school or at a job experience in the community.

Mary's classroom responsibility is to provide education. Each classroom is referred to as a *job station* and students learn skills there for future careers. Mary focuses on three areas: the basics of plant life and care; ceramics and pottery; and *animal care*.

Being able to teach an animal care unit has been a long-standing goal for Mary. For seven years in various schools, Mary had tried to introduce humane education. "The principals didn't understand the potential of humane education," she remarks. "They just thought, 'Isn't that nice. She wants a pet in the classroom.' But, of course, humane education is not simply a pet in the classroom." Fortunately, at the Skills Center, Mary found everyone receptive to the "animal careers job station." Even the janitor now buffs the floors with Mary's classroom cockatiel perched on his shoulder!

To Mary, it seemed especially important to bring humane education to the students in her current situation. She explains, "Most of my students live in federal housing projects in single-parent families. Pets are not allowed in the projects, and pet food can't be purchased with food stamps. Many of my students have never been exposed to anything to love."

Mary has two main goals in teaching humane education. One is to help the students learn work skills and the ability to cooperate with each other. The other is to convey humane attitudes to her students. "I plant seeds," says Mary, "not only about animal care but also about current issues such as protecting endangered animals and trapping."

For Mary, an active member of the Arkansas Humane Association, humane education is very rewarding both personally and professionally. "I just love to come to work," observes Mary. "I feel as if I've reached some pretty unreachable kids; and that means so much, doesn't it? My supervisor said she is thrilled with what I'm doing. But it's working with the kids that makes it all worthwhile."

Centering on Humane Education

Diane Wiet teaches primary level learning disabled children at Cicero School in Cicero, Illinois. Hers is a self-contained classroom of ten children.

This is her fifteenth year of teaching. During that time, she's been an active member of Animal Heartline Humane Association.

Both as a teacher and as an animal welfare advocate, Diane found herself dismayed that students with concerns about animals were being ignored. "The kids would bring in an injured bird, and no one had any time to do anything about it," Diane recalls. Seeing such a need for humane education, she and three other teachers sat down to write CHERISH—Children Learning Through Humane Education by Using Reverse Mainstreaming and Increasing a Sensitivity to Harmonious Relationships.

The CHERISH curriculum, written for

Consequently, the CHERISH program is referred to as *reverse mainstreaming*.) The CHERISH program is now in its fourth year of operation and is available districtwide for teacher use.

In using the CHERISH guide, Diane is able to meet the established objectives of the regular school curriculum, while using humane education lessons as the vehicle. For example, a lesson on multiplication also becomes a lesson on the shocking number of babies one cat and all of her cumulative female offspring can produce in three years if the cats are not spayed. To find such a lesson, Diane simply uses the CHERISH index to look up the skill she wants to teach. The index directs her to an activity that teaches not only the



Pet owner responsibility is one of the subjects covered in Mary Thomas's animal care unit. Conveying humane attitudes to her students and teaching them necessary work skills are important goals for Mary.

grades one through six, has five units: (1) Classification of Animals, (2) Family and Community Responsibilities and Relationships, (3) Responsibilities of Pet Ownership, (4) Positive Principles of Conservation and Ecology, and (5) Community Workers and Pets.

To implement the CHERISH program, a "regular division" (non-special-education) class routinely goes into a special education classroom to participate with the other students in a wide variety of humane education activities. (Note: In most schools, special education students are the visitors, placed in regular division classrooms for a portion of the day. That practice is known as *mainstreaming*.

skill but responsible treatment of animals as well.

After witnessing the results of the CHERISH program, Diane comments, "I can't tell you how gratifying it is to see how the kids learn to care about animals. You are their model, and the kids respect you more because of the example you set."

Adaptations for Special Needs

Unique needs exist in any special education classroom. Mary Thomas's students are primarily nonreaders and accustomed to failure. Mary adds, "They don't like to write or do paperwork, and they have a negative attitude toward school." With this in mind, Mary, much

like Diane, wrote her own curriculum guide, with an emphasis on humane education. "All I used to write it was HSUS material," she explains, "so I take credit for nothing."

Despite Mary's modest claims, the writing of her curriculum guide entailed modifying existing materials to stress concrete experiences at a slower pace with lots of repetition and praise. Many of the activities she adapted center on preparation for a career in animal care. Her program is proving successful: Two of her students were able to work for a veterinarian this past summer!

Like Mary, Kathie Pontikes finds she must make adaptations for her students when using materials that were not specifically designed for special education students. She, too, slows the pace and breaks the units into small segments. Oral instruction is paired with visual examples. Constant reinforcement and review are necessary for retention of concepts.

Diane Wiet has discovered that *one* adaptation is *not* necessary when using humane education materials in her classroom: the lessons are already intrinsically motivating as is. Diane explains, "You are building on the children's innate love of animals." This usually means that no changes are necessary to pique student interest.

Other adaptations, however, are needed. Diane uses a tape recorder to replace some of the reading and writing that might normally be required of students. And the CHERISH program, as designed by Diane and her fellow teachers, offers unique opportunities for adaptations to overcome limited skill abilities. By pairing a special education student with a visiting regular division student, a nonreader can be paired with a reader, a nonwriter with a writer, and a nonspeller with a speller.

"Last year, the kids wrote, designed, and published a four-page typed flyer on how to find a lost pet in Cicero," Diane explains. "We presented the flyer to the Town Hall. The students' efforts were recognized by the town president and the police department." The entire school benefited, gaining positive public relations with the community at large.

Classroom Pets

A multisensory approach to teaching is preferred for special education students. It is not always easy to adapt curriculum materials to provide such experiences. But with a classroom pet, no adaptation is necessary. Animals can provide an

opportunity for students not only to read and write about a subject but to see, touch, smell, and hear it as well.

The classroom pet in Kathie Pontikes's classroom is a black English spot doe rabbit named Brunhilda ("Brunie") who was obtained from the local animal shelter for \$2.00.

Brunie is definitely not just the teacher's pet in this classroom. Care of Brunie is also the children's responsibility. They contribute money to The Bank of Brunhilda. As needed, Kathie makes a withdrawal from the bank, and a student takes the money to buy needed food and treats for Brunie. During Be Kind to Animals Week, the students themselves make goodies to sell at a bake sale, with all proceeds going to Brunie, of course!

It is considered a privilege to take care of Brunie's needs. If that privilege is abused, the class considers the matter and, thus far, has always decided to take away the privilege from the offender. The offender can earn back the privilege, usually by helping Brunie in some way—like noticing that the classroom door is open and should be shut before Brunie is let out of her hutch.

Brunie is now six years old. To prepare the children for possible pet loss, Kathie has been reading books to the class such as *The Accident* by Carol Carrick and *Mustard* by Charlotte Graeber.

In Mary Thomas's classroom, the subject of death has already been dealt with. Mary's classroom pets include a cockatiel, a parakeet, a guinea pig, fish, and a turtle with three legs. For a while, the classroom also had a visiting pet, a cat who was recuperating with her leg in a cast. It was this cat that taught the class a lesson about accidental death when it killed the classroom parakeet, Antwon.

One morning, the cat was asleep in her box under the bird cage. It was still early, so class had not begun and Mary was not in the room. The students let the birds out of their cages after first making sure the classroom doors and windows were shut. Antwon (students' spelling for *Antoine*), first enjoyed some exercise, and then flew back to his cage as usual, but missed the door and fell. He landed right in the cat's box. The cat awakened and instantly killed the bird.

In facing the death, Mary had to deal not only with the children's grief but with her own grief as well. "I fell apart," she explains. The class discussed the incident and the meaning of the term *instinct*. Finally, the children wrote a story about the accident, which seemed to help them

recover from their grief. A funeral was held as well. Nonetheless, the loss was deeply felt, even beyond the classroom. Two days later, the janitor walked into the classroom with a baby parakeet he had purchased for Mary and the students.

It's obvious that the pets in Mary's classroom are not just for entertainment, therapy, or to create a nice atmosphere. Besides being valued as individual animals with intrinsic worth, the pets also play a major role in Mary's humane education program.

Classroom pets, however, are not



Diane Wiet's students show their Lost Your Pet? flyers to their principal, Cliff Pluister. The flyers were distributed to each of the public schools in Cicero, Illinois, where Diane teaches.

needed to teach humane education effectively. Diane Wiet's classroom is an outstanding example of a high-quality humane program with *no* pets. Because of established policies, Diane is not allowed to have any animals permanently in the classroom. Field trips to the Brookfield Zoo and the Willowbrook Wildlife Haven have provided students with some contact with animals. But with or without those kinds of outside experiences, humane education can thrive in a classroom without pets. The flyer on lost pets produced by Diane's class is excellent proof of this.

Humane Actions, Humane Attitudes

"The students' awareness of animals has really changed," remarks Diane. "Now when they see a lost dog they say, 'We've got to help him.' Their general concern has improved so much, they've started to really care."

Kathie Pontikes has seen the same kind

of change in her students. “The children’s growth just from September to May is incredible. They take the issues about animals to heart. This caring extends to even the smallest of creatures. It was one of Kathie’s students who was upset one day at recess because the playground was being sprayed to exterminate bees. As he explained to a teacher, “The bees worked hard to make what they had, and now they’re all going to die.” Prior to Kathie’s class, this student’s only interest in insects was killing and collecting them!

These kinds of changes in student attitudes are the result not only of formal lessons but of teacher example as well. Kathie remarks, “What I do as far as respecting life is something they can incorporate into their own lives.”

Mary Thomas recalls she found it hard at first to believe that her tough-talking boys were *baby talking* to the classroom birds, openly showing their affection for these pets. “I mean, these are *t-o-u-g-h* kids,” Mary emphasizes. She has also seen her humane lessons produce a growing awareness in students. For example, one girl noticed that the guinea pig’s fur felt just like her friend’s coat and demanded an explanation. Mary, prepared to tackle any topic, told her the



Kathie Pontikes explores many different animal topics with her students, including sea turtles and other endangered species.

facts about furs.

Side Benefits

When humane education is incorporated into the special education classroom, the side benefits can sometimes be just as rewarding to witness as the changes in attitudes toward animals.

“The development of interpersonal skills is so heartwarming,” says Diane Wiet. In using the CHERISH program, Diane has found that when regular division students work on humane lessons with her special education students, some of the stigma attached to being *special ed* is lost. The attitudes not only of the regular division students but of their teachers as well seem to change. “We become accepted,” states Diane, “and not thought of as a different kind of class.”

Kathie Pontikes is a firm believer that students learn to be kind to people as they learn to be kind to animals. “They learn to respect life, no matter whose life it is,” she observes. Kathie sees this as especially important for her students who have short fuses and limited coping skills.

In addition, Kathie also sees humane education as helping her students with expression of feelings. “When I ask ‘How do you feel when a pet dies?’ I’m not just teaching a pet unit,” Kathie explains, “but rather coping skills for life.”

Humane education can also help in the development of motor skills. For some children in Kathie’s room, being able to get the litter box out of Brunie’s rabbit hutch is a challenge. Brunie also enhances the children’s self-help skills by indirectly reminding students to keep track of their pencils, erasers, and crayons. If any of these land on the floor, Brunie is right there ready to chomp away. Her particular favorite is red crayons. Brunie further earns her keep by pulling on and untying shoelaces, which results in extra

tying practice!

Parents are now coming to Kathie and asking about the benefits of pets in the home. Kathie, in giving a presentation at one of the school’s weekly parent association meetings, emphasized that a child’s special needs can cause stress in the family. When this happens, a pet could represent security to the child, someone who will joyfully greet him or her, no matter what. After listening to Kathie’s presentation, three parents added pets to their homes.

Mary Thomas has noticed increased student interest in school since she began teaching her animal care unit with pets in the classroom. “Students who never took an interest in *anything*, now beat me to school in the morning,” she points out.

The chance to interact with animals also makes Mary’s after school pet club a success. Mary uses the club as another vehicle for humane education. With field trips to the zoo and pet shops, her club quickly became an overnight hit, with participation zooming from 30 to 111!

Special Needs and Humane Values

Can humane education provide a successful focus for special education? The answer is a resounding *yes*, according to Kathie, Mary, and Diane. Their efforts to help special education students through teaching about animals have provided numerous benefits all around.

For further information on these teachers’ programs, contact the teachers directly.

Kathie Pontikes
The Miriam School
524 Bismark
Webster Groves, MO 63119

Mary Thomas
Route 2, Box 342C
Jacksonville, AR 72076

Diane Wiet
Cicero School
23rd Street and 49th Avenue
Cicero, IL 60650 ♡

Editor’s Note: Since this article was written, Brunie the rabbit has passed away. She died quietly in her sleep at the beginning of this year. We’d like to extend our sympathy to Kathie Pontikes, her students, and all who befriended Brunie.

About the author... Patty Finch directs a *Pet Grief Hot Line* in Reno, Nevada, and develops humane education materials.



Begin at the Beginning:
Humane Education Story Starters

by Willow Soltow

Getting students to write isn’t always easy. Many youngsters feel uncomfortable when faced with the prospect of putting their ideas and beliefs on paper. Knowing how to begin often presents the biggest stumbling block. You can use the following story starters to help youngsters overcome that most difficult part of writing a story—the very first sentence. It may not be exactly *easy* from there, but we hope our story starters will provide some fresh ideas for your students and, at the same time, motivate them to examine their feelings about animals.

The story starters below are divided into two groups—one to encourage perspectives on animals from a human point of view, the other to encourage youngsters to pretend to feel the way an animal might. Subjects include pets and wild animals. Depending on your needs, you can let students choose from an entire group of story starters or use these introductory story lines to create more story starters of your own. Either way, they should provide your young authors with a means of improving writing skills and broadening their understanding of animal needs.

A Human Viewpoint

1. I had always been afraid of dogs until that day...
2. What was that scratching noise? It sounded like an animal. It was coming from somewhere inside the house....
3. It was too big to be a hen’s egg or even a duck’s egg. What could it be?...
4. I never thought I’d see my pet’s name in the newspaper headlines. But there it was—and this is how it happened....
5. The best friend I ever had was not a person at all, but a _____....
6. Dolphins are very intelligent animals, the old man had told me. But I never really knew just how intelligent until that morning on the beach...
7. He was the runt of the litter. Nobody wanted him—except me....
8. Lost on a desert island. There were no people at all. I was all alone—or *was* I?...
9. The forest was dark. It was too late to find my way home. Suddenly I saw a pair of bright eyes watching my every move....
10. I could hear the neighbors’ dog crying. I knew they had left it without food or water again. I couldn’t stand it anymore, so I...

Through Animal Eyes

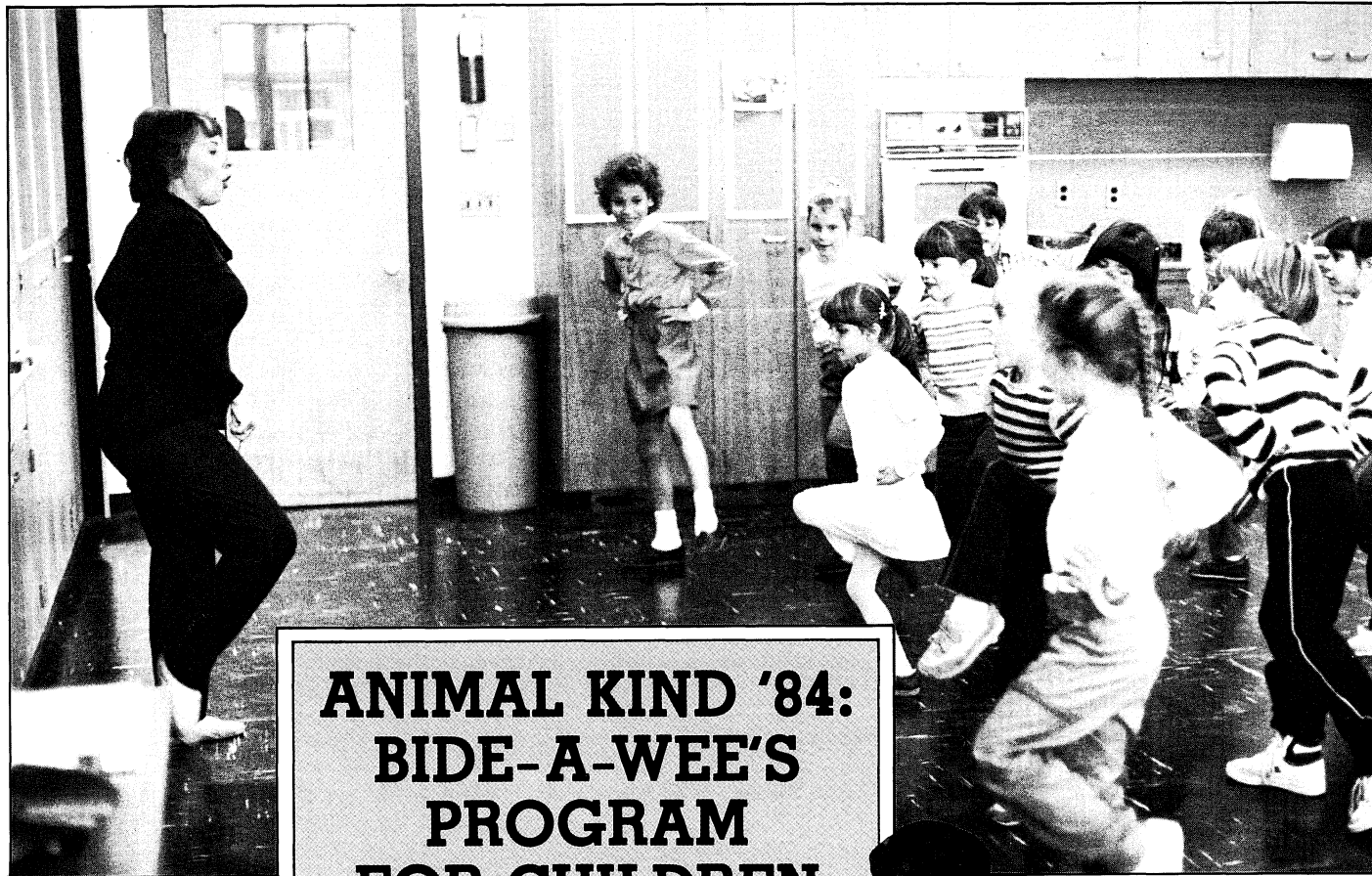
11. The best day of my life was the day my new owner took me home from the animal shelter....
12. The kitten sat outside the window, looking in at the warm fire....
13. Life in the nest had been fine, but it was time for me to try my wings. That’s when my adventure began....
14. I had spent all of my life in a cage. Suddenly I was free....
15. Life had been pretty calm in the Atlantic Ocean until that day the first whaling ship arrived. I had never seen such a thing. I swam near to get a closer look....
16. Dear Friend,
I’ve never written a letter to a human before. But I am a _____—and I’ve got some things on my mind that I want to tell you about....
17. They were taking me away from my mother—away from my littermates. It was the worst thing that had ever happened to me....
18. Oh no! Here came those children again! Stomping through my beautiful forest....
19. People don’t seem to like us spiders. But if it weren’t for us, you’d be sorry. Let me explain why....
20. I’d had a pretty good life for a turtle. Then that boy caught me and put me in this box. What would become of me now?...

KIND NEWS

The Newspaper for Children Who Love To Learn About Animals

This four-page newspaper is filled with articles, puzzles, and project ideas designed just for youngsters who care about animals. If you receive HUMANE EDUCATION, you’ll find that *Kind News* provides excellent background information to enhance student activities from our teacher’s magazine. Like HUMANE EDUCATION, *Kind News* is published quarterly. Both publications are scheduled to arrive within days of each other to facilitate your teaching plans. One subscription to *Kind News* consists of 35 copies for class distribution. Ask for *Kind News* I for grades 1-3 or for *Kind News* II for grades 4-6.

To order, send \$5 per subscription for NAAHE members (or \$10 for nonmembers) to *Kind News*, c/o NAAHE, Box 362, East Haddam, CT 06423.



ANIMAL KIND '84: BIDE-A-WEE'S PROGRAM FOR CHILDREN



by Susan Brooks

Youngsters enjoyed dance teacher Janet Reddy's creative movement activities with an animal focus. Janet had students doing everything from prancing like a horse, and jumping like an elephant(!) to tiptoeing like a cat.

*Photographs by Susan Brooks/
Bide-A-Wee Home Association*



What does the world look like from a small puppy's point of view? Students got an idea for themselves at Bide-A-Wee's Animal Kind '84 program with a little encouragement from pet expert and television personality Warren Eckstein.

routine to attend the different presentations and demonstrations offered as part of the program. Guest speakers included pet expert Warren Eckstein; Dr. Krafft and Mrs. Judy Rothchild with their Seeing Eye dogs from the Second Sight Guide Dog Foundation; folksinger/storyteller John Porcino; wildlife lecturer Bill Robinson; Bob Szita, Traveling Zoo coordinator of the Staten Island Zoo; The Environmental Center of Smithtown, Long Island; and the Suffolk County Police Canine Unit. A vast assortment of animals accompanied the presentations, ranging from puppies from Bide-A-Wee pet adoption homes to a hawk, an eagle, and an albino raccoon. In addition, a workshop on making animal masks was conducted

► *Afraid of snakes? Not these youngsters! With the help of wildlife lecturer Bill Robinson, students learned that snakes are not slimy and not nearly as scary as some people seem to think.*

by art teacher Liz Perrini, and a demonstration by dance teacher Janet Reddy invited the youngsters' participation—showing how animals can inspire creative body movement.

Bide-A-Wee sponsored the event to expose youngsters to the importance of positive interaction between humans and animals. "We kept a number of goals in mind as we organized the program," observed Jeanette Cuzzi. "We wanted to awaken in children an awareness of animals as sentient beings that are entitled to humane treatment; to introduce children to wild animals and endangered species; to help children explore the role of humans in helping to preserve animal life; and to enable them to experience the influence animals have had upon our folklore, music, dance, and art."

You can obtain more information about the Animal Kind '84



program by contacting Susan Brooks, Director of Public Relations, The Bide-A-Wee Home Association, 410 East 38th Street, New York, NY 10016.♥

—Susan Brooks/Bide-A-Wee Home Association

Meet Snuggles the Seal from Mattel

He's cute, cuddly, and a portion of the proceeds from his sale goes to help seals around the world.

Snuggles the Seal, with his appealing hat and T-shirt will snuggle his way into any child's heart. Available at fine gift shops and department stores everywhere, Snuggles sells for \$20.00. For every Snuggles the Seal that is sold, Mattel will make a donation to The Humane Society of the United States to help stop the slaughter of seals. When you buy Snuggles, just mail in the hang tag around his neck and a donation of \$1 will go to The HSUS.

Together with Snuggles the Seal, you can help to end the suffering of seals worldwide — and you can offer a snuggly gift to someone you love.

—Emotions

**APRIL
MAY
JUNE**



7 APRIL

Easter

What animals do your students associate with Easter? Chicks, ducklings, and rabbits, most likely. These baby animals are traditional symbols of Easter, spring, and the beginning of new life. Unfortunately for these baby animals, however, thousands of them are sold each year at Easter and given to children to play with. Frequently they are dyed springtime colors. Many children, too young to know better, squeeze the life from these tiny creatures. Or the animals are abandoned by uncaring families after the Easter holiday is over. In addition, these animals can carry salmonella, a disease dangerous to people.

Check for laws in your community relating to the sale of Easter animals. Depending on the prevalence of this practice in your area, you may want to observe the holiday by educating students about the potential cruelties involved in buying and selling Easter animals.

After you have identified the problems, have students design a display for a bulletin board located in a prominent place in the school or

community to tell others about what they have learned.

24 APRIL

World Day for Laboratory Animals

Each year, more than seventy million animals are used in U.S. research laboratories, many of them to test products ranging from medicine to laundry soap to cosmetics. In some cases, painful experiments are conducted on animals to retest information that is already known. Other experiments duplicate tests on the same product that have been carried out by other manufacturers. But because there is no sharing of information between manufacturers, retesting is carried out at the expense of animals. Often, the tests are not required by law, yet the testing continues.

Discuss this sensitive issue with your students, pointing out ways in which they and their families can help reduce laboratory animal suffering. For instance, they can ask their parents to avoid buying "new" or "new and improved" products. When a product formula undergoes a slight change so that it can be advertised as new or improved, in most cases, the new formula is retested on a whole new series of animals. Students can also encourage their families to buy "cruelty-free" cosmetics and other products available at many health food stores.

The Humane Society of the United States has been involved in a number of campaigns to eliminate the use of animals in toxicity testing. Write to The HSUS, 2100 L Street, NW, Washing-

ton, DC 20037 for a wallet-sized Humane Shopper's Guide and further information on cruelty-free products.

26 APRIL

Birthday of John James Audubon

On this date, in 1785, John James Audubon was born in France. Eventually, he moved to the United States and became known worldwide for his beautiful and accurately detailed paintings of birds.

To celebrate his birthday, take your students on a bird walk near your school. Have them record different kinds of bird behavior that they observe. Even students in urban areas will see pigeons and sparrows exhibiting such behavior as running on the ground, dipping when flying, resting in a tree, preening, pecking and more. Upon returning to class, have students discuss the different behavior traits, what they mean, and why this behavior is important to a bird. Have them draw or paint birds doing some of the things observed on the bird walk. Label each picture with a sentence that tells from the bird's point of view why it is behaving this way. For instance, a picture of a pecking bird might be labeled: I am hungry.

Discuss the spring activities of birds, including migration, nest building, and egg laying. Remind students that young birds found on the ground are probably being cared for by their mothers and need no help from humans. Use the picture in this issue's "What's a Picture Worth?" department to reinforce this important lesson about fledgling birds.

1 MAY

Mother's Day

On this day each year, we pay tribute to mothers everywhere. You can celebrate Mother's Day with your primary students by using the following activity designed to encourage an understanding of the link between human needs and the needs of animals. Before you begin the activity, prepare two sets of animal cards—one of baby animals and one of their adult counterparts. Use drawings, magazine photos, or pictures from old calendars mounted on cardboard. To start the activity, have youngsters name some things that their own mothers do for them. Next, have them guess some things that mother animals do for their babies. Distribute the animal cards and ask children to match each baby animal with its mother.

5-11 MAY

Be Kind to Animals Week

Sponsored each year by the American Humane Association, Be Kind to Animals Week serves as a special time to remind people of the importance of compassionate behavior toward animals. You might want to use this week to promote the concept of and need for humane education programming among your teaching colleagues.

If you are interested in introducing fellow teachers to NAAHE materials, we will be happy to send you as many of our catalogs as you need free of charge. In addition,

share your humane education experiences with other teachers. Talk to them about what you and your students have done. If you invite a speaker on animal welfare to your class, be sure to invite other teachers to bring their students to hear the presentation as well. In explaining to others about humane education and what it involves, feel free to draw upon ideas set forth in our editorial "An Attempt at Definition," which appeared in the September 1984 issue of HUMANE EDUCATION.

8 MAY

National Teacher's Day

Many communities and school districts set aside a day each year to express their appreciation for the work of the teachers in their areas. In addition to this worthwhile recognition, the National Education Association has designated the second Wednesday in May of each year National Teacher's Day to raise public consciousness regarding the many valuable contributions of the nation's educators. You can observe this day—and give your students an insight into what it means to be a humane educator—by allowing individual class members an opportunity to teach selected lessons. Have each youngster choose a favorite animal about which he or she would like to teach the rest of the class. Have each student design a poster, work sheet, or quiz to use in teaching the rest of the class. Allot each student teacher five to seven minutes to cover his or her material. Then sit back and enjoy being a student again. Humane societies may

want to select this day to recognize teachers in the area who are active in humane education. Offer humane educators in the community some well-deserved recognition with a party, with certificates of appreciation, or by selecting a local humane education teacher of the year. (If you select a teacher of the year in your community, be sure to nominate her or him for NAAHE's National Humane Education Teacher of the Year award next year!)



Lewis and Clark Expedition Begins

On this day in the year 1804, a band of forty explorers set out from Illinois on a historic journey. The expedition, led by Meriwether Lewis and William Clark, eventually enabled America to transform itself into a transcontinental nation. Use an observance of this day as a springboard for discussion of the changes that resulted for animals from westward expansion. What became of the passenger pigeon, the Carolina parakeet, and the great herds of buffalo? For background information, refer students to an encyclopedia or write to the St. Charles Humane Society for its new adventure coloring book titled Lewis and Clark's Great Adventure. For more information on how to order a copy, please see our entry in the "Happenings" department of this issue of HUMANE EDUCATION.

Once students have gathered information on the

Lewis and Clark expedition, have them write their own stories from the point of view of a wild animal who watched the group pass by.

1 JUNE

Birthday of Henry Beston

"We need another and a wiser and perhaps a more mystical concept of animals....We patronize them for their incompleteness, for their tragic fate of having taken form so far below ourselves. And therein we err, and greatly err. For the animal shall not be measured by man. In a world older and more complete than ours, they move finished and complete, gifted with extensions of the senses we have lost or never attained, living by voices we shall never hear. They are not brethren, they are not underlings; they are other nations, caught with ourselves in the net of life and time, fellow prisoners of the splendor and travail of the earth."

Share this quotation from chapter two of *The Outermost House* with your students in honor of nature writer Henry Beston and his birthday today. Have them discuss: What are some of the "senses we have lost or never attained"? In what ways do some animals excel humans? Why does the author call animals "other nations"? Following the discussion, have students write their own brief observations of the beauty and intrinsic worth of an animal—either a wild animal or a domesticated pet. Suggest that students try to incorporate "a more mystical concept of

animals" into their writing. Have them share their finished animal observations with the rest of the class.

1-30 JUNE

Adopt-A-Cat Month

For humane societies and animal shelters around the country, every month is adopt-a-cat month. During the month of June, however, the 9-Lives Cat Food Company and the American Humane Association give a little extra promotion to the adoption of cats and kittens from animal welfare facilities. Complimentary Adopt-a-Cat Month kits containing posters, press releases, and cat care information packets for new cat owners are available to shelters from 9-Lives, Suite 1400, 221 North LaSalle Street, Chicago, IL 60601.

Classroom humane educators can also use Adopt-a-Cat Month to help students build appreciation for one of the nation's most popular pets. You may want to share some of the following cat stories from the library with your students: *Abandoned* by G. D. Griffiths, *Cat Walk* by Mary Stolz, *A Kitten is Born* by Heiderose and Andreas Fischer-Nagel, and *Nobody's Cat* by Miska Miles. In addition, please see our article "The Feline Mystique" in the June 1984 issue of HUMANE EDUCATION for further ideas on incorporating lessons about cats into your curriculum. ♡



FILM REVIEWS

The most solid comfort one can fall back upon is the thought that the business of one's life is to help in some small way to reduce the sum of ignorance, degradation, and misery on this earth.

—George Eliot

Often, young people think of animal-related careers as being limited to the services performed by veterinarians and zoo attendants. From humane educators to humane agents, the need to help reduce animal suffering and the ignorance that causes it has led countless people to meaningful careers in a diversity of animal-related fields. The films and filmstrip series reviewed here are designed to help youngsters build awareness of the many animal-related careers that exist in their communities.

KISS THE ANIMALS GOODBYE

This powerful film presents a realistic picture of the duties and concerns of shelter workers, kennel attendants, administrators, and other animal care professionals at a large animal shelter where 400,000 dogs and cats are abandoned each year. Although the primary message of the film is to advocate neutering of pets and pet owner responsibility, the film also presents an effective portrayal of the day-to-day work environment at a community animal facility. Viewers should be aware of emphasis on scenes from the euthanasia room, where animals are calmed and comforted, then injected with a lethal dose of sodium pentobarbital.

By demonstrating compassion for the animals they handle, shelter workers dispel many of the myths associated with animal shelters. Appropriate for middle school grades and above, this twenty-minute, 16mm film includes a discussion guide and is available for purchase (\$428) or rental (\$67.50) from Pyramid Films, Box 1048, Santa Monica, CA 90406-1048.

A WORLD TO BUILD

This film shows how kindness and teaching about kindness can provide a stepping stone to a better world for us all—animals and people alike. In the course of the film, various careers in animal care and protection are explored. Humane society educators are shown conducting a program at a local school. An animal inspector examines horses. An



Various careers in animal care are the subject of Working With Animals, a filmstrip prepared by The Humane Society of the United States and distributed by Troll Associates.

animal control officer is shown at work in the community. Viewers see inner city students as they interact with animals at a shelter-sponsored humane education summer camp. This eighteen-minute, 16mm film is suitable for upper elementary grades and is available for purchase (\$250) or may be rented for free in the New England area. Outside New England, there is a rental fee of \$10 to cover postage and handling. Contact the Animal Rescue League of Boston, P.O. Box 265, Boston, MA 02117.

WORKING WITH ANIMALS

Elementary school children will benefit from this helpful overview of careers involving animal care, training, and protection. The six color filmstrips are accompanied by audiocassettes and focus on the skills, duties, and working environments of ten careers, including humane educator, obedience trainer, pet shop worker, dog groomer, veterinarian,

zoo helper, canine control officer, kennel worker, park naturalist, and conservation officer. The entire series is available for purchase (\$120), or individual titles may be purchased separately (\$20 each) from Troll Associates, 320 Route 17, Mahwah, NJ 07430.

A VISIT WITH THE ANIMAL DOCTORS

Two young children each receive a new pet and each visits a veterinarian to get advice about proper care of their animal. A girl and her mother bring their new puppy (adopted from an animal shelter) to Dr. Wade's office in the city. They receive a tour of the animal hospital, and their new puppy gets his shots and an examination. In the country, Dr. Powell visits a boy and his new calf at their farm. He checks the calf for signs of illness and tells its young owner how to care for it properly. Suitable for elementary students, this eleven-minute, 16mm film is available for purchase (\$185) or rental (\$20) from Journal Films, 930 Pitner, Evanston, IL 60202.

WHO'S WHO AT THE ZOO?

A behind-the-scenes approach allows children to see the kinds of jobs involved in maintaining animals at a zoo. This twelve-minute, 16mm film introduces concepts of work specialization, division of labor, and chain of command, as well as the importance of team effort and organization in the work environment. Various animal care duties are depicted in scenes that range from zoo workers changing the diapers of a baby gorilla to attendants training an elephant to kneel so that its toenails can be trimmed. Appropriate for elementary grades, the film is available for purchase (\$220) or rental (\$44) from Centron Films, 1621 West 9th Street, Box 687, Lawrence, KS 66044.♥

Additional films on marine animals and other animal topics are reviewed in Films for Humane Education, which may be purchased for \$5.75 (postage included) from Argus Archives, 228 East 49th Street, New York, NY 10017.

**Watch the upcoming
June issue for our
HUMANE EDUCATION
Children's Book Reviews!**

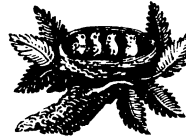
PLEASE LEAVE THE BABIES ALONE!





— Marshal T. Case/National Audubon Society

PLEASE LEAVE THE BABIES ALONE!



Each year at this time, thousands of well-meaning people “rescue” young birds, mistakenly thinking that the birds have been abandoned. In fact, these people are reducing the young birds’ chances for survival. Often, these fledglings are in the process of learning to leave the nest. With the parent birds’ help, the babies are finding out how to fend for themselves—and their parents are seldom far away from them.

Discuss with students some of the things they can do right now to prepare themselves for their life-style as adults. Next, have them consider what a young bird might do to prepare for its adult life in the wild. How might a fledgling be harmed when humans interfere with this learning process?

Have students consider what they would do if they found a baby bird on the ground? Would they try to return it to the nest? (The old belief that a parent bird will automatically reject a baby that has been touched by humans is not true.) Would they try to place it in a bush or other area away from predators? What if a free-roaming pet were threatening the young bird’s safety?

Each spring, countless baby birds are literally “killed with kindness” by people who were only trying to help. Remind your students that if they really want to help wild birds, *please leave the babies alone!* ♥



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